National Park Service U.S. Department of the Interior

Jefferson National Expansion Memorial 11 North Fourth Street St. Louis, MO 63102



Freedom School Teacher Activity Guide Grades 4-6





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FREEDOM SCHOOL

PROGRAM DESCRIPTION

Before the Civil War, many people in Missouri were afraid that free African Americans would attempt to end slavery. The state passed a law that restricted the freedom of African Americans. A part of the law made it illegal for anyone to teach African Americans how to read or write. This limited opportunities for African Americans and made it difficult for them to participate as equals in society.

Some people saw the law was wrong. They took great risks to give African-American students the opportunity to read and write. Secretly teaching in hidden "Freedom Schools," some teachers helped students to develop enough reading and writing skills to earn a better living and to gain a certain amount of equality in their community.

Students participating in the "Freedom School" program at the Old Courthouse will learn about the connection between education and freedom for African Americans living in St. Louis before the Civil War. They will discuss the types of economic and social opportunities available to free African Americans and how education could improve these opportunities. Students will also reenact a typical classroom session from the mid-1800s.

CURRICULUM OBJECTIVES

The "Freedom School" program and Teacher Activity Guide addresses the following curriculum standards for the states of Missouri and Illinois, as well as the National Standards for History and Social Studies:

- Analyze the rights and responsibilities of individuals in the United States. (ILS 14; MAP 4.2;
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Compare common features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- Describe and identify causes and consequences of historic events in American history. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3, 5)
- Examine a conflict and propose a resolution, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NCSS VI; NSH 3G, 5)
- Explore career opportunities in National Park Service parks and historic sites. (ILS 18.B; MAP 4.8; NCSS Vg)
- Understand and analyze events shaping the history of the United States. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)

ILS: Illinois Learning Standards MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (REQUIRED)



Did you know...

One-room schoolhouses in America were common through the 1930s?



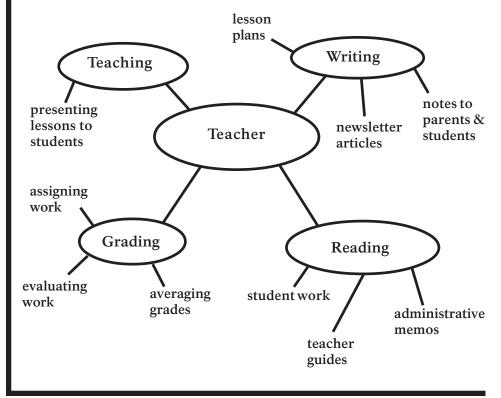
NPS Photo

EDUCATION AND FREEDOM

Being able to read and write helps us to make good decisions and to work together. Because they could not read or write, many African Americans in St. Louis were not able to understand legal documents, write letters, or read newspapers. This limited their opportunities. Those who understood how reading improved their opportunities, made great efforts to learn.

WORD WEB ACTIVITY

The object of this activity is to develop a list of jobs and other opportunities, and to show how reading and writing are connected to them. Have students brainstorm a list of jobs and opportunities. Each student will choose one and make a word web of ways that reading and writing are associated with the opportunity. Use the word web below as an example.







Have students apply problem-solving strategies to answer the following questions:

Jedediah is paid \$1.00 for working odd days and 50 cents for even days. Beginning on January 1, on what day will he accumulate \$50.00? What are some patterns that you notice in finding your answer? Explain your answer using words and pictures.

CRITICAL THINKING

Use the questions below to discuss how education is connected to making choices.

Interview Questions

What types of choices do you make during your school day?

How do you think making these choices helps you outside of school?

What is education?

How do people use or not use their education?

What types of education are available to people today?

What types of choices are available to people with certain levels of education?

Where does education happen?

What would happen if you were only allowed to learn certain things?

What would happen if someone or something prevented you from getting an education?

(copy/cut)

EXPLORATION AND ENRICHMENT

Iron Hill School was one of more than eighty schools built for African-American students in Delaware between 1919 and 1928. Today, the one-room schoolhouse serves as a natural history museum and is listed on the National Register of Historic Places. Learn more about Iron Hill School by visiting the Teaching With Historic Places website. See Appendix page 26 for contact information.



Susan Brizzolara Wojcik

SCIENCE



During the 1800s, scientists sought to describe the world using the tools and processes of scientific inquiry. Using simple measuring tools, such as tape measures or rulers, students may measure classroom objects such as desks, chairs, and bookshelves. Have them write descriptions of the objects using whole numbers and simple fractions. Students may also use numbers to describe the relationship between a set of objects.





PRE-VISIT ACTIVITY #2 (suggested)



Did you know...

In Nicodemus, Kansas, the first school session was held in the teacher's sod-covered home? Living in these homes was described as living underground "like prairie dogs."



FREEDOM AND RISK

"Freedom School" teachers took great risks to teach their students. Acting on their belief that all people deserve to be treated equally, they faced jail, fines, or both if caught.

CONFLICT RESOLUTION ACTIVITY

The object of this activity is to help students understand why "Freedom School" teachers chose to break the law. Students will work in groups to develop arguments to persuade a neutral party to their position.

Begin by dividing your class into five groups and assign each group one of the roles listed on page 9. Read to them Missouri Law of 1847 from Appendix page 28. Next, give students time to discuss and answer the questions associated with their role. They should form their answers into a persuasive argument to present to "Group #5: Neutral party with no opinion." If you want to, you may send Group #5 to a neutral area until the debate.

DEBATE ACTIVITY

After completing their discussions

, have each group present its position to Group #5. Members of Group #5 may ask questions to clarify points of an argument. After hearing each group's argument, allow Group #5 time to develop its response, using the questions to guide their discussion. Their goal is to form at least one possible solution for the solving the conflict. When they have done so, have them present their options to the other groups for a vote.

After the first vote, the minority may present a final argument to Group #5. Group #5 may either amend one or more of its options and vote again, or let their first vote stand.

LANGUAGE ARTS



In her book *Behind the Scenes*, seamstress Elizabeth Keckley wrote about working for Mary Todd Lincoln in the White House. After reading the book, students may write a letter from Keckley's perspective explaining what motivated her to get an education and how she got it.



Cover design reproduced by permission of the University of Illinois Press.

Group #1: We will break the law.

- 1. What is gained by breaking the law?
- 2. What are the consequences of breaking the law?
- 3. How do the benefits compare to the consequences?

Group #2: Breaking the law is wrong.

- 1. Why is obeying the law important?
- 2. How will the community be affected by people who break the law?
- 3. Are there any exceptions to the law or does it apply to everyone?

Group #3: People who break the law should be punished.

- 1. Is the punishment enough to prevent breaking the law?
- 2. Should the punishment apply to all cases, or are there exceptions?
- 3. How is it decided which punishment a person will receive?

Group #4: Laws should treat everybody as equals.

- 1. What are the consequences of people not being treated fairly by this law?
- 2. Is it breaking a law okay, even if the law is not fair?
- 3. What other actions might help people get fair treatment?

Group #5: Neutral party

- 1. How does this law affect individuals?
- 2. How does this law affect the community?
- 3. What are some ways to resolve this problem to benefit individuals, as well as the community?

(copy/cut)

EXPLORATION AND ENRICHMENT

The African-American community that founded Nicodemus realized the importance of education. They established one of the first school districts in the area. Today, the oneroom school building is preserved as part of Nicodemus National Historic Site. See Appendix page 25for contact information.



NPS Photo

ART AND MUSIC



African-American folk music and gospel have roots going back to the early American period. Listen with students to several examples from the Library of Congress Collection or other appropriate sources. Discuss the ideas expressed by the pieces. How do you think the singer felt? How does the piece express these thoughts, ideas, and feelings? What types of hopes or sorrows does the piece express?





PRE-VISIT ACTIVITY #3

(REQUIRED)



Did you know...

While studying at the Hampton Institute, Booker T. Washington earned his tuition by working as the school's janitor? He later went on to become a teacher at Hampton before founding Tuskegee Institute.



NPS Photo

WHAT WOULD YOU DO?

Before the Civil War, Missouri law required free African Americans to carry a license at all times proving they were free. Without this "Freedom License," a free person could be put into jail, sent out of the state, or sold into slavery.

COOPERATIVE LEARNING ACTIVITY

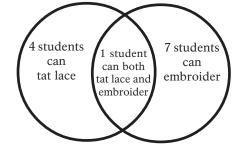
The object of this activity is to introduce the "Freedom License" and how it was used. Divide your class into five groups. Give each group a role card from Appendix page 29. Students may fill out a copy of the "Freedom License" copied from page 11. Take one morning or afternoon before visiting the Old Courthouse for students to carry out their daily routines guided by the instructions listed on the role cards. Afterward, use the questions below to discuss the activity and how students felt about their roles.

You may switch roles to give students a chance to experience the various levels of freedom.

FOR DISCUSSION

- What happened during this morning/afternoon?
- How did you have to act during this time? How did the way you acted affect other people?
- Was your freedom limited? In what way was your freedom limited?
- How did it make you feel to act the way you acted? How did it make you feel to be treated the way you were treated?
- Who benefited from the way you acted or from the way you were treated? In what ways did they benefit?
- Do you think the way you acted or were treated was fair?
- How do you think African Americans living in St. Louis during the 1800s felt when they were treated differently?
- What can we do if we see someone being treated differently than other people?

Important Note: Please make it clear to students that this activity is for pretend and will last only an afternoon or morning.



MATH



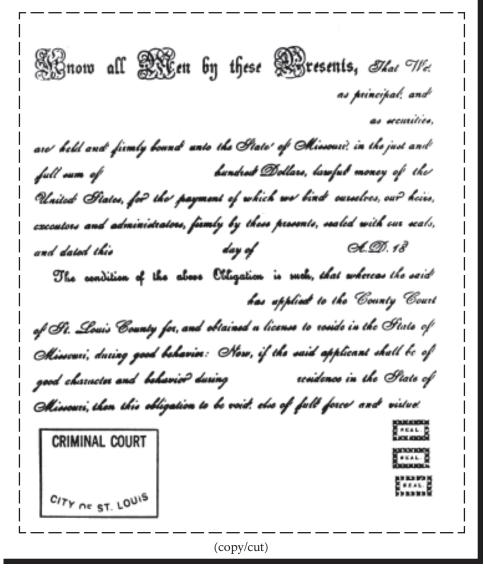
Have students make a diagram, such as a Venn, to represent the following problem:

Elizabeth Keckley has twelve students in her sewing class. Seven of her students can embroider and four can tat their own lace. One can both tat and embroider. Have students write a sentence or two narrating their diagram.

WHAT'S THE PASSWORD?

Have your students agree on a secret password before coming to the Old Courthouse. The ranger will ask for the password before beginning the "Freedom School" roleplay at the Old Courthouse.

FREEDOM LICENSE



EXPLORATION AND ENRICHMENT

Booker T. Washington put his beliefs about hard work and character development into action by founding Tuskegee Institute. Both the Tuskegee Institute National Historic Site in Alabama and Booker T. Washington National Monument commemorate the vision and work of this important educator. See Appendix page 26 for contact information.



Library of Congress.

SCIENCE



During the 1800s, scientists used data sets to form theories about events. Have students work in small groups to create and write a "mini-mystery" for another group to solve. Each group should use at least three sets of data from the Science Activity on page 7. The data should describe the beginning and end of an event, while giving clues about what happened in between.





THE MUSEUM EXPERIENCE



Did you know...

The Military Road School in Washington D. C. was built in 1912 on the site of one of the city's first schools for freedmen?



FREEDOM SCHOOL

Upon arriving at the Old Courthouse, review the Museum Manners with your group. Register at the Information Desk. The National Park Service Ranger assigned to your program will meet you in the rotunda.

IN BRIEF

The National Park Service Ranger conducting your program will ask students for their secret password before presenting the reenactment. He or she will also ask to see their "Freedom Licenses." Students may fill out a copy of the license on Appendix page 11. Though it is optional, students may want to dress in period clothing for their reenactment. Suggestions are listed on Appendix page 30.

COOPERATIVE GROUP ACTIVITY

Students will work in small groups to interpret images of people working at various occupations during the 1800s.

INTERPRETIVE PROGRAM

Your NPS Ranger will interpret the lives and work of free African Americans and slaves living in St. Louis during the 1840s and 1850s. He or she will also help students to understand the connection between education and freedom for African Americans during this time period.

FREEDOM SCHOOL REENACTMENT

Students will reenact a classroom session in a "secret" classroom on the third floor of the Old Courthouse rotunda. Activities may include reading from a *McGuffey's Reader*, singing a hymn, a spelling bee, and writing with chalk and slates. There may be a "surprise" visit from a local "constable" ensuring that the Missouri Law of 1847 is not being broken.



LANGUAGE ARTS



Allegories use symbolism to illustrate ideas like freedom, cowardice, education, or ignorance. Some examples include the stories of *Everyman* and *Pilgrim's Progress*. Have students write a short story using allegory to tell the story of a young man or woman's journey toward getting an education. What are some of the obstacles? Who helps along the way?

LIVING HISTORY ITEMS AND EXHIBITS

Your NPS Ranger will use living history items and museum exhibits to create context for your "Freedom School" program. Some of the items may include iron shackles, *McGuffey's Readers*, chalk, and slates. Mounted images and museum exhibits may also show students what life was like during the mid-1800s.

THE OLD COURTHOUSE

The Old Courthouse was never used as a "Freedom School" location, though many slaves did seek freedom through its courtrooms.

The "Freedom School" classroom is located in a former jury room on the third floor of the Old Courthouse. There is no elevator in the Old Courthouse building.

VOCABULARY WORDS

career - the type of work a person chooses to do in his or her life

choice - the right or power to choose or pick something

citizen - a member of a city, state, or nation; someone entitled to the rights of a city, state, or nation

educate - to learn how to do something, to gain certain skills, or to develop character

equality - being equal, especially in social, political, and economic ways

freedom - being able to move, act, or think without restrictions

history - the events of the past

law - a set of rules telling people what they may or may not dolicense - a legal document giving permission to do something

opportunity - a good chance at doing something

password - a secret word or phrase used by members of a group

restrict - to keep someone from doing something

rotunda – - a round room, especially one with a dome

rural - living in the country

urban - living in a city or town

EXPLORATION AND ENRICHMENT

The Military Road
School is one of three
public school built for
African Americans listed
on the National Register
of Historic Places. The
register serves to
preserve these and other
historic sites connected
with the AfricanAmerican experience.
See Appendix page .. for
contact information.

ART AND MUSIC



Ettore Miragoli's allegorical paintings in the Old Courthouse rotunda depict cultural ideals, such as *History*, *Knowledge*, *Law*, and *Instruction*. Discuss with students the meaning of allegory in connection with these paintings. How do the images symbolize these ideals? Have students create an allegorical figure for *Freedom*, *Education*, or an ideal of their choosing.



NPS Photo



POST-VISIT ACTIVITY #1 (suggested)



Did you know...

Charles Hamilton
Houston was the first
African American to
earn a law degree from
Harvard Law School?
He also mentored the
first African-American
Supreme Court Justice,
Thurgood Marshall.



FREEDOM AND EDUCATION

Following Emancipation, "Freedom Schools" were no longer necessary. Though they still struggled for equality, many African Americans pursued education where ever they could find it. Some moved West to pursue the freedom and opportunities sought by many Americans after the Civil War.

TIMELINE ACTIVITY

The object of this activity is to study the events following Emancipation and how they affected the ability of African Americans to gain an education. Timelines are one way to organize events that have historical significance. Have students work as partners to research events that affected the ability of African Americans to get an education following Emancipation. After students are finished researching, have them organize their findings into a timeline.

- 1863 Emancipation Proclamation frees all slaves in southern states rebelling against the Union.
- 1865 Thirteenth Amendment abolishes slavery in the United States.
- 1865 Freedmen's Bureau established to help freed slaves.
- 1866 Congress passes Civil Rights Act.
- 1867 Southern states establish Reconstruction governments.
- 1867 Booker T. Washington opens the Tuskegee Institute for African American students.
- 1868 Fourteenth Amendment ratified, recognizing full citizenship for African Americans.
- Pap Singleton advertises land for sale in the Nebraska Territory. "Exoduster" movement begins.
- 1877 Nicodemus, KS, established.



MATH



The language of math can be used to describe and interpret many historical and current events. For instance, construction began on the Old Courthouse in 1839 and ended in 1861. That's 22 years of construction, beginning 75 years after St. Louis was founded, and ending more than 140 years ago. Have students chose a newspaper article and use the language of math to describe the story and compare it with other historical and current events.

QUESTIONS FOR DISCUSSION

- What were some of the things that made it difficult for African Americans to pursue an education?
- What were some things that helped African Americans in getting an education?
- If you were living during this time, which would you have chosen; going West or staying in the South? Explain your answer.

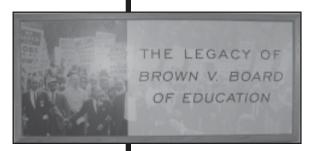


PUTTING IT IN YOUR OWN WORDS

After discussing the timeline with students, have each write a letter from the perspective of an African American living in the South or in the West after the Civil War. If living in the West, students can write to an imaginary relative or friend living in the South (and vice versa). In their letters, have them describe the conditions in which they find themselves living, the people they have met or know, and what their goals are for an education.

EXPLORATION AND ENRICHMENT

As a lawyer for the National Association for the Advancement of Colored People (NAACP), Charles Hamilton Houston argued many cases for integrating schools. After he died, his protégé, Thurgood Marshall, argued the landmark Brown v Board of Education before the U.S. Supreme Court. Today, Brown v Board of Education National Historic Site in Topeka, Kansas commemorates the historic decision. See Appendix page 27 for contact information.



Photograph by Martin Wisneski

SCIENCE



During the 1800s, students typically walked to school, rain or shine. Have students use a weather journal to track weather conditions during a given period of time (three months to a year). Make note of temperature, cloud cover, humidity, and precipitation. Students can graph the results using a grid or chart.





POST-VISIT ACTIVITY #2 (suggested)



Did you know...

In 1957, nine African-American students made national headlines when they tried to attend a previously allwhite Central school in Little Rock, Arkansas?



NAACP Collection, Prints and Photographs Division.

EDUCATING FOR FREEDOM

"It has always been the one ideal of my life to be of the greatest good to the greatest number of my people and to this end I have been preparing myself for these many years, feeling as I do that this line of education is the key."

George Washington Carver, in a letter to Booker T. Washington

As a teacher, George Washington Carver believed people of all ages could learn. He devoted his life to improving his own education, as well as the education of other people.

REFLECTION ACTIVITY

The object of this activity is to help students understand the work of a teacher. Begin by having students think about the teachers they have had during their time in school. Use the questions on page 17 to discuss what a teacher does and how it helps students to learn. After the discussion, have each student choose a teacher who has helped them to understand something about themselves or the world around them. Have each student write a letter to their teacher, thanking him or her for their help. Students may or may not choose to deliver their letter to the teacher.



LANGUAGE ARTS



Almanacs have long been used to record important dates and events in history. They also make note of seasonal changes, astronomical events, and weather conditions. Have each student make an almanac marking important dates and events in the history of his or her family, plus a current write-up of thi year. Each can also note weather or other environmental conditions in his or her almanac.



Library of Congress, Rare Book and Special Collections Division

QUESTIONS FOR DISCUSSION

- In what ways do teachers help us to understand the world in which we live?
- In what ways do teachers help us to understand ourselves?
- How do teachers pass on their what they know?
- What are the qualities of a good teacher?
- Is there anything you know or care enough about that you would be able to teach another person?

HISTORICALLY SPEAKING

Today, there are more than 100 historically African-American colleges and universities in the United States. Many of these are listed and linked on the National Park Service www.cr.nps.gov/crdi/colleges/blk.htm website. Have students pick and research one of the colleges. He or she can write to the college admissions office for an information packet.



Library of Congress Photo, Reproduction

EXPLORATION AND ENRICHMENT

Even though the laws changed, it took awhile for attitudes to change. Today Little Rock Central High School National Historic Site in Little Rock, Arkansas commemorates the "Little Rock Nine" and their struggle to attend the school of their choice. See Appendix page 27 for contact information.



Tuskegee Institute Library of Congress Photo

ART AND MUSIC



Working with a partner, have students select a passage to read aloud from Elizabeth Keckley's *Behind the Scenes*. Each partner group will select music to accompany their passage and practice reading accompanied by music. Before beginning, discuss how music can reflect the tone of a piece, much like a movie soundtrack. Review several pieces of music you think are appropriate (folk, gospel, opera, etc.).





POST-VISIT ACTIVITY #3 (suggested)



Did you know...

Martin Luther King, Jr. was a high school student when he made his first speech about Civil Rights?



EQUAL PROTECTION OF THE LAWS

"No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

- Fourteenth Amendment, U.S. Constitution

The historic Supreme Court decision, Brown v Board of Education, ruled that segregated schools violated the Fourteenth Amendment of the U.S. Constitution. The amendment provides a legal foundation for equal treatment under the law for every citizen of the United States. Or does it?

CONFLICT RESOLUTION

The object of this activity is to discuss a proposed law and how it will affect the rights of different groups of people. After reading and discussing the Fourteenth Amendment, post a copy where students can refer to it during the activity. Organize your class into three groups, giving each a role card from Appendix page 30. Allow each group to read and discuss its point of view before beginning the debate. The format of the discussion will be a public hearing where Groups Two and Three presents their points-of-view to the Board of Representatives. The Board will then vote on the best course of action to take on the issue.

Group One – Board of Representatives Group Two – Citizens for Separate Schooling Group Three – Parents Against Unequal Treatment







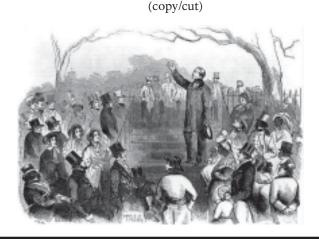
Last year, John Berry Meachum had 27 students in his class. The year before, he taught 25. This year he has 29 students. Based on this information, how many students do you suppose Meachum will have in next year's class? How many in the year after next? Diagram your answer, and explain it in at least three sentences.

PROPOSAL FOR A LAW

We, the Citizens for Separate Schooling, believe it is in our children's best interest to enjoy a school environment free from the influence of students born out-of-town. Students from out-of-town bring with them ideas and values different from ours. We fear these ideas and values will change our community and the way we do things. As a way of protecting our community from the threat of change, we respectfully propose the following law to the Board of Representatives.

Students who were not born in *(your town)* must attend classes separately from students born in *(your town)*. Students not born in *(your town)* may not socialize with *(your town)* students at lunchtime, in the hallways, or before and after school. They may not play sports together or sit next to one another during assemblies. Students not born in *(your town)* must eat lunch in a special room and are not allowed to walk in the hallways if *(your town)* students are present. Students born in *(your town)* may not help out-of-town students with their homework or work with them on projects.

If it is found that any student or students break this law, they will have to serve an in-school suspension of at least one-week.



EXPLORATION AND ENRICHMENT

At a young age, Martin Luther King, Jr. began honing his skills as a writer and speaker. Today, his voice remains one of the most persuasive in the call for equality among Americans. You can find copies of his speeches at the Martin Luther King, Jr. National Historic Site in Atlanta, GA. See Appendix page 27 for contact information.



SCIENCE



Despite obstacles in getting an education, George Washington Carver rose to prominence in the fields of science and education. After reading about Carver's life and work, have students identify personal qualities and other factors contributing to his success. Next have them explore what qualifications are important for a career in science today and how students receive the training to help them be successful.





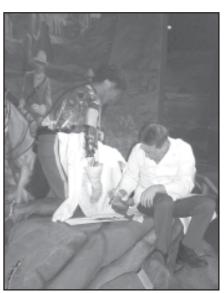
Museum specialist – a person who creates displays and cares for the items exhibited in a museum

IN THE WEST

Many families traveling West took objects that were important to their family, such as china sets, jewelry, furniture, and linens. These heirlooms were part of each family's history and helped preserve a connection between generations. How do you think precious objects fared on the long trip West? Which family member do you think packed them and cared for them?



NPS Photo



NPS Photo

NATIONAL PARK CAREERS

Museums at national parks commemorate the natural and cultural history of our nation. Exhibits of books, tools, clothing, and other materials tell the story of the people, places, and events significant to American history. Museum specialists often work behind the scenes to ensure these artifacts are preserved, conserved, and exhibited for the enjoyment of the public and future generations.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

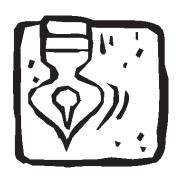
The Museum of Westward Expansion and the Old Courthouse contain exhibits and collections of artifacts that tell the story of westward expansion and St. Louis history. African Americans contributing to American history, such as Dred Scott, are represented in photographs, exhibits, and artifacts. Museum specialists designed the exhibits to showcase museum resources and relate park themes to the public.



Historian – a person who researches, records, and interprets the significance of people, places, and events of the past

IN THE WEST

History is made from the actions and interactions of people, places, and events. The job of a historian is to study and to explain how these people, places, and events fit into history and why they are important to us today. Historians tell others about what they have learned by writing articles, teaching courses, and making presentations.





NATIONAL PARK CAREERS

Every national park has significance and history. A park historian is an authority on the people, places, and events relating to the park, and how the park itself fits into our nation's history. Being a historian requires special training and education to learn how to analyze events, put them into perspective, and organize thoughts into written or oral form.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

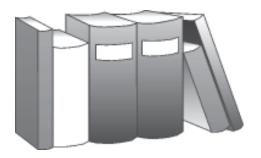
JEFF memorializes American westward expansion in the 1800s. Our historian is an authority on the people, places, and events of that time. He may work with the librarian to research park themes, such as African Americans of the West or the Dred Scott case. He may also work with park rangers to tell the story of the park. Sometimes, a movie producer may consult with the park historian to make certain aspects of a film are historically accurate. Teachers and students with questions about Freedom Schools may get an in-depth answer from JEFF's park historian.



Librarian – a person who organizes, cares for, and helps others to use a collection of books and materials

IN THE WEST

Freedom Schools did not have large libraries of books. Students shared the few books available in a classroom. Households during the 1800s typically contained a Bible and an agricultural almanac.





NATIONAL PARK CAREERS

National park librarians are familiar with all of the materials in their library. They use computers to help people find books and other materials. Being a librarian requires special training and education to learn how to organize and help others to use libraries.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The librarian at JEFF keeps track of all the books, magazines, journals, videos, and other resources in the JEFF Library. The JEFF Library is a collection of materials specifically about America's westward expansion. Teachers and students are welcome to visit. Ask the librarian to help you find material about Freedom Schools, the Gateway Arch, or other subjects.

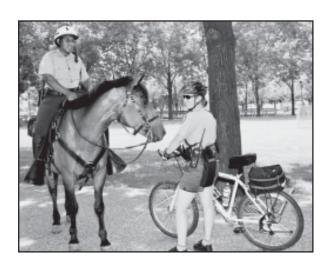


Law Enforcement Officer - a park ranger who is responsible for the safety and protection of park visitors, staff, and natural and historic resources

IN THE WEST

When pioneers gathered their wagons together, they elected a captain of the watch. The captain, along with a few others, would ride up and down the line to make sure everything was in order. The captain was also responsible for the evening watch to protect livestock and property and to warn people if anything was wrong.





NATIONAL PARK CAREERS

A career as a National Park Service law enforcement ranger is challenging and rewarding. They are the park's police officers. They are responsible for enforcing the park's rules and laws communicating with the visitors.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF))

National Park Service law enforcement rangers perform important functions at this urban site. Our law enforcement rangers protect park visitors and answer their questions concerning the Gateway Arch, Old Courthouse, and the National Park Service. They perform their duties on foot, on bicycle, and on horseback. Because JEFF is in the heart of the city, our law enforcement rangers must also work with the St. Louis Police Department to enforce the laws.





CHARACTER EDUCATION

DETERMINATION

The lives of many people during the 1800s were marked by determination. People struggled to meet their goals of making a better life for themselves and their families. Because life was different then, they faced many challenges. Instead of driving where they needed to go, they drove carriages, rode horses, or walked. They cooked dinner on a woodstove or over an open fire. Many people may have had only one or two sets of clothing. Life was especially difficult for African-American people.

Because they were not treated equally, African Americans had to work harder to get the same things other Americans were able to get. Some people, like Booker T. Washington, saw that education was the key to a better life. He made education his goal and did everything within his power to achieve it. After completing his own education, Washington made it a goal to help other African Americans to get an education. He helped to establish Tuskegee Institute. Thousands of African-American students have benefited from Booker T. Washington's determination.

Have students examine the quotes below. Have student write their responses to one or more of the following questions:

- What do the quotes say about determination?
- What do the quotes say about the people who said them?
- What do these quotes have to say to us today?
- What quotes could you add to the list?

Afterward

Have each student choose one of the quotes for him or herself. Have them write the quote on one side of a piece of paper. On the other side, they may write one goal they would like to accomplish during the school year. Students may hang their poster in a special place where it will remind them of their goal during the year. They may illustrate their quote using magazine clippings or drawings.

Booker T. Washington Quotes

"Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome."

"There are two ways of exerting one's strength; one is pushing down, the other is pulling up."

"Few things can help an individual more than to place responsibility on him, and to let him know that you trust him."



This intelligence relies on the sense

Visual/Spatial Intelligence

of sight and being able to visualize an object and the ability to create

internal mental images/pictures.

MULTIPLE INTELLIGENCES

the body, including the brain's

motor cortex which controls

odily motion.

Related to physical movement and the knowings/wisdom of

Body/Kinesthetic

Intelligence

Logical/Mathematical Intelligence E=MC²

Often called "scientific thinking" numbers and the recognition of deductive thinking/reasoning, his intelligence deals with abstract patterns.



Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.



Intrapersonal Intelligence

This intelligence relates to inner about thinking) and awareness states of being, self-reflection, metacognition (i.e. thinking of spiritual realities.



INTELLIGENCES MULTIPLE



Musical/Rhythmic Intelligence

including various environmental This intelligence is based on the sounds and on a sensitivity to recognition of tonal patterns, rhythm and beats.



Naturalist Intelligence

and show sensitivity to features in The ability to identify and classify discriminate among living things, configurations in nature, the natural world.







nterpersonal Intelligence

communication. It relies on all the primarily through person-to-This intelligence operates person relationships and other intelligences.





PRE-VISIT ACTIVITY #1 Exploration and Enrichment

For more information about this site, visit:

National Register of Historic Places **Teaching With Historic Places** Iron Hill School: An African-American One-Room School www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm

PRE-VISIT ACTIVITY #2 **Exploration and Enrichment**

For more information about this park, call or write:

Nicodemus National Historic Site 304 Washington Avenue Bogue, KS 67625-3015 (785) 839-4233 Fax (785) 839-4325 www.nps.gov/nico

PRE-VISIT ACTIVITY #3 **Exploration and Enrichment**

For more information about this park, call or write:

Booker T. Washington National Monument 12130 Booker T. Washington Highway Hardy, VA 24101 (540) 721-2094 Fax (540) 721-8311 www.nps.gov/bowa

Tuskegee Institute National Historic Site Post Office Drawer 10 Tuskegee Institute, AL 36087 (334) 727-3200 Fax (334) 727-1448 www.nps.gov/tuin



POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information about this park, call or write:

National Register of Historic Places National Park Service Public Schools of Washington, D.C. www.cr.nps.gov/nr/feature/afam/2004/dcschools.htm

POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information about this park, call or write:

Brown v Board of Education National Historic Site 1515 Southeast Monroe Street Topeka, KS 66612-1143 (785) 354-4273 Fax (785) 354-7213 www.nps.gov/brvb

POST-VISIT ACTIVITY #2 Exploration and Enrichment

For more information about this park, call or write:

Little Rock Central High School National Historic Site 2125 Daisy L. Gaston Bates Drive Little Rock, AR 72202 (501) 374-1957 Fax (501) 376-4728 www.nps.gov/chsc

POST-VISIT ACTIVITY #3 Exploration and Enrichment

For more information about this park, call or write:

Martin Luther King, Jr. National Historic Site 450 Auburn Avenue, Northeast Atlanta, GA 30312-1525 (404) 331-5190 Fax (404) 730-3112 www.nps.gov.malu



Pre-Visit Activity #2 Missouri Law, 1847

Be it enacted by the General Assembly of the State of Missouri, as follows:

- No person shall keep or teach any school for the instruction of negroes or mulattoes, in 1. reading or writing, in this State.
- 2. No meeting or assemblage of Negroes or mulattoes, for the purpose of religious worship, or preaching, shall be held or permitted where the services are performed or conducted by Negroes or Mulattoes, unless some sheriff, constable, marshal, police officer, or justice of the peace, shall be present during all the time of such meeting or assemblage, in order to prevent all seditious speeches, and disorderly and unlawful conduct of every kind.
- 3. All meeting of Negroes or mulattoes, for the purposes mentioned in the two preceding sections, shall be considered unlawful assemblages, and shall be suppressed by sheriffs, constables, and other public officers.
- 4. No free negro or mulatto shall, under any pretext, emigrate to this State, from any other State or territory.
- 5. If any person shall violate the provision of this act, he shall, for every such offence, be indicted and punished by fine not exceeding five hundred dollars, or by imprisonment not exceeding six months, or by both such fine and imprisonment.
- 6. Freed negroes and mulattoes who are under the age of twenty-one years, and who would not be entitled to receive from the county court a license to remain in this State, if they were twenty-one years old, shall not be bound out as apprentices in this State.

Approved February 16, 1847



APPENDIX

Pre-Visit Activity #3 Role Cards

####		
		You may sharpen you pencil at any time,
+++++	 	
	1	but you must carry a license with you at all
	You may sharpen your pencil at any	times and show it to when they stop
	time by yourself. You may talk with	
#####	whomever you please during the day.	you. You may talk with whomever you
		please, but you must present your license to
#####	You may get a drink of water by	him or her first. You may get a drink of
	yourself at any time during the day.	HI " " " I I
#####		water, but make sure you have your license.
	You may read any book you like at	You cannot read, because by law you
####	any time you like.	cannot be taught.
		Callifor oc taught.
		Al II
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	or her. You must go with \(\rightarrow \) when	
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	they speak with someone or	It is your job to make sure that
	may arrest him or her. You must go	has a license at all times. It is your
	with () to get a drink of water	
		job to make sure that \hat has has
	because may arrest him or her.	with him or her at all times. It is /
	You must make sure that \ \ \ does	your job to make sure that \(\rightarrow \)
	not read or write because it is against	
		and do not read or write.
	the law and may arrest him or	
	her.	╟┤┤┤┤┤┤┤┤┤┤┼┼┼┼┼ ╢
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	You may sharpen you pencil, but	i
	must go with you.	License
	You may talk with whomever you	A license is like a hall pass.
	please, but must go with you.	You must carry it with you at all
	You may get a drink of water, but	times.
		It must be carried by and
	must go with you.	, <u> </u>
	You cannot read a book because	shown when asks to see it.
	by law you cannot be taught.	



Post-Visit Activity #3 Role Cards

BOARD OF REPRESENTATIVES

As representatives of the people of (your town), we will do what we think best for all of the citizens of this town. We have the power to pass laws in their best interest; however, our laws must not violate the supreme law of the land, the United States Constitution. After hearing the concerns of our citizens, we will vote on a course of action that will best serve the people of (your town).

CITIZENS FOR SEPARATE SCHOOLING

People from other towns think and act differently than we do. Their children influence our children with the way they act, dress, and talk. We do not like this. Because children are easily influenced, we believe the best way to protect them is by separating them from students from out-of-town. We also understand that the Fourteenth Amendment guarantees equal protection under the law for U.S. citizens; however, we believe this does not apply to children because they are not yet adults.

PARENTS AGAINST UNEQUAL TREATMENT

This law is not fair. People are people, no matter where they are born. According to this law, a student living across the street from another would be treated differently just because his house is not within the city limits. Everyone is entitled to be treated equally; the Fourteenth Amendment makes no distinction between children and adults. We want children from out-of-town to be treated like everyone else.

(copy/cut)

Museum Experience Dressing for the 1800s

Bovs

Clothes one or two sizes too small or large Shirt with collar and cuff Bib overalls Patched dungarees Light-weight cap Wool socks & heavy boots Wool coat Girls

Dress (with petticoats, if possible) Plain blouse and skirt Bloomers (if possible) Hair in ribbons, braids, or bows Sweater or shawl Sturdy shoes or boots Wool coat

READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

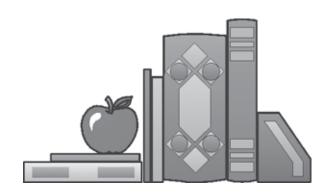
For Students:

- Keckley, Elizabeth. Behind The Scenes, or Thirty Years a Slave, and Four Years in the White House. New York, NY: Oxford University Press, 1989.
- Littlesugar, Amy. Freedom School, Yes! New York, NY: Philomel Books, 2001.
- Lucas, Eileen. Cracking the Wall: The Struggles of the Little Rock Nine (On My Own History). Minneapolis, MN: Carolrhoda Books, 1997.
- Savage, Beth L., ed. African American Historic Places. Washington, D.C.: National Trust for Historic Preservation, 1994.
- Sterling, Dorothy, ed. We Are Your Sisters: Black Women In The Nineteenth Century. New York, NY: W.W. Norton and Company, 1984.
- Washington, Booker T. Up From Slavery: An Autobiography. New York, NY: W. W. Norton & Company, 1995.

For Teachers:

- Cantor, George. Historic Black Landmarks: A Traveler's Guide. Detroit, MI: Visible Ink, 1991.
- DuBois, W. E. B. The Education of Black People: Ten Critiques, 1906-1960. New York, NY: Monthly Review Press, 2002.
- Collected Black Women's Narratives. New York, NY: Oxford University Press, 1988.
- Greene, Lorenzo Johnston, Gary R. Kremer, Antonio F. Holland. Missouri's Black Heritage, revised edition. Columbia, MO: University of Missouri Press, 1993.
- Katz, William Loren. Eyewitness: The Negro in American History. New York, NY: Pitman Publishing, 1967.
- Levine, Ellen. Freedom's Children: Young Civil Rights Activists Tell Their Own Stories. Madison, WI: Turtleback Books. 2000.
- Woodson, Carter G. The Education of the Negro Prior to 1861. www.indypublish.com: IndyPublish.com, 2004

Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Traveling Trunk



African Americans of the West Jefferson National Expansion Memorial 11 North Fourth Street St. Louis, MO 63102-1810 (314) 655-1635

Museum Gazettes



"Blacks in the West"

"Buffalo Soldiers: The African American Contribution to Guarding the Frontier" "The Moses Speese Family: New Years, New Lives" Jefferson National Expansion Memorial

11 North Fourth Street St. Louis, MO 63102-1810 (314) 655-1700

Internet



Our address on the World Wide Web is: www.nps.gov/jeff Jefferson National Expansion Memorial 11 North Fourth Street St. Louis, MO 63102-1810 (314) 655-1700

For more information on the National Park Service, visit their home page at: www.nps.gov